



10–15 mins

Objective and Musical Focus

Body percussion;
Exploring Sounds;
Pulse; Singing

Instruments?

No

Accessibility

Suitable for Vision,
Motor, Hearing
and Cognitive
impairments with
minor adaptation.

1. Warm up Activity

'Inspector Sound'

'Inspector Sound' is a fun music game to get children experimenting with sounds using their bodies and developing their focusing skills. You will need your class to be sat in a circle, making sure everybody can see each other, in order to play this game.

Firstly, have a class discussion about various sounds we can make using our bodies for example, clapping; patting thighs, tapping our heads etc.

Explain to the children that you are going to perform some of those body percussion actions and sounds and it is their job to copy you. If you change the body percussion sound, they must change with you as soon as they can.

Spend a few moments practising this, and then let one of the children lead, with the rest of the class following their body percussion movements and sounds.

Now, before the game begins, the teacher will need to choose an 'inspector' who must leave the room for a moment. The teacher will then choose a 'leader' from the remaining children in the circle. The leader begins his/her body percussion movements/sounds and the inspector is invited back into the room.

The aim of the game is for the inspector to work out who is the leader, and they have 3 guesses.





5–8 mins



2. Song: *Far*

Have a listen to the song *Far*.

Teach your class the chorus:

**If we bring our hearts together then
we can make the world much better
We will learn, together we'll go far**

**Colours of the pretty rainbow
Red, gold, green and even indigo
We will learn, together we'll go far**

Extension: Try using *Bring the Noise: Play It!* To remove the backing vocals and singing alongside the main vocals during the chorus.



Play the song *Far* using the *Bring the Noise: Play It!* interactive tool on our website.

3. Main Activity

We Will Go Far!



20 mins



Find out more about encouraging your class to copy your actions with rhythm in the Mirror Me activity video in the Teacher Techniques section on our website.

The aim of this activity is to get the children to play along to the **pulse** of the music and compose a rhythm for their dream job. Ideally, you would like the children to be sat in a circle.

Ask the children to follow your lead while you make a variety of body percussion sounds to a steady pulse. They should try and mirror exactly what you are doing.

Change the movement/sound every now and again to make sure the children are concentrating.

Repeat the exercise but this time with the track playing in the background and everybody making the sounds along to the pulse of the music.

Extension: Ask a child to lead this exercise and the rest of the class follow their body percussion sounds and movements.





If you have unpitched percussion instruments, distribute them to your class however, if not this activity can be completed using body percussion sounds instead.

This time without the track, count out loud 1, 2, 3, 4 (to a steady pulse) repeatedly with the children joining in playing their musical instruments or a chosen body percussion sound.

However, rather than playing on every beat, play one then miss one, play one, then miss one and so on:

1	2	3	4	1	2	3	4
play	gap	play	gap	play	gap	play	gap

Now ask the children to tell the person sat next to them what their dream job would be.

Repeat the above exercise, however this time in the gaps, the children will take it in turns to shout out their dream job.

Encourage the children to say their dream job rhythmically:

1	2	3	4	1	2	3	4
play	“teacher”	play	“singer”	play	“nurse”	play	“artist”

Finally, play this section along to the track in the verse sections and sing the chorus.



Extension: Instead of the children shouting out the name of their dream job, can they play the rhythm of it, using their musical instrument?



4. Troubleshooting

When playing 'Inspector Sound', encourage the class to focus on the leader at all times, when the leader changes the sound, they must change immediately. Similarly, children may start doing their own actions, but they must copy whatever the leader is doing.

Curriculum Links

Literacy
 PHSE

When shouting the numbers 1, 2, 3, 4 and children are playing along, make sure the tempo is slow and steady, the same as the track.



Key words

Body Percussion: sounds made using your body.

Pulse: a steady beat, like a ticking clock.

Rhythm: a pattern of long and short sounds.

Tempo: the speed of the music.

Unpitched percussion: percussion instruments that don't have pitches, for example a drum or wood block.